

2020 Annual Report

Georges River College Hurstville Boys Campus



8813

Introduction

The Annual Report for 2020 is provided to the community of Georges River College Hurstville Boys Campus as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Georges River College has a collective responsibility to foster collaborative networks that talk together, plan together and work together. Our learning community has a clear purpose, and common goals; is driven by teacher and student improvement; and its effectiveness is measured against system frameworks.

Our school seeks to educate young men to become successful leaders and achievers in whatever field they choose following their school career. Respect, Responsibility and Excellence are our core values and these underpin all aspects of school life.

We aim to provide each student with a focused and energetic learning environment highly suited to the needs of boys and to deliver the best possible education with an emphasis on the needs of each individual.

We strive to provide quality teaching strategies to maximise the potential of our 21st Century learners.

School context

Georges River College Hurstville Boys Campus is the only public school in NSW that caters exclusively for boys in years 7-10.

It has an enrolment of 320 students with a support unit catering to the needs of students with an intellectual disability and/or Autism Spectrum Disorder.

High quality learning programs which focus on literacy and numeracy, the increasing use of technology, quality middle year boys' education programs and a high potential and gifted stream are features of the school. The school focuses on successful transition programs to prepare students for a seamless path to senior studies or school to work pathways. The school's staff is committed to effective student wellbeing programs, including the Positive Behaviour for Learning (PBL) initiative and Social and Emotional Learning (SEL).

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1

Successful Students

Purpose

To create productive citizens inspiring a culture of success through the values of *Respect, Responsibility and aiming for Excellence*. Students will be critical thinkers and lifelong learners, striving to achieve their personal best through engaging in rich and meaningful learning experiences.

Improvement Measures

- An increased number of students with high value add in literacy and numeracy.
- Increased number of students achieving the top 2 bands in NAPLAN - Reading and Writing.
- Increased number of students achieving the top 2 bands in NAPLAN - Numeracy.
- Reduced number of students in NAPLAN Reading, Writing and Numeracy who are below National Minimum Standards.
- Increased proportion of students working collaboratively and problem solving using self directed learning strategies.
- Increased number of students actively using ICT effectively in their learning.

Progress towards achieving improvement measures

Process 1: Literacy -Reading for Meaning, Writing for Purpose

This is a college-wide program that will be delivered by all Hurstville Boys Campus teachers. Teaching and learning programs to be developed and informed to ensure the explicit teaching of reading and writing skills.

Evaluation	Funds Expended (Resources)
<p>Units of work continued to be reviewed and resources were further developed to improve student skills through the "Reading for Meaning, Writing for Purpose" program. Faculties continued to focus on program development and shared strategies. Work samples from across all KLAs were collected and compiled into a Literacy workbook which is now used across Year 7 and 8 HELP lessons.</p> <p>"Reading for Meaning, Writing for Purpose" is now embedded in most of the faculty programs and assessment tasks</p> <p>Further work with teachers is required to understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas.</p> <p>The MacqLit program proved highly successful. Every student who participated and completed the MacqLit reading program made progress moving up at least one stage level.</p> <p>There has been an upward trend in students achieving in the top 2 bands reflected in our Checkin data. Whilst our Best Start data identified a weakness in the cohort's ability to recognise and understand vocabulary.</p> <p>NAPLAN did not proceed in 2020 due to COVID-19 pandemic.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$15000.00)

Process 2: STEAM project

A challenge-based learning project designed to develop students skills in problem-solving, critical thinking, collaboration, creativity and communication.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The STEAM project was altered due to COVID-19, to ensure aspects of the program could be delivered. A series of online projects were delivered during the remote learning phase with 100% of students engaged with this type of learning.</p> <p>Students utilised technologies and continued a high level of engagement upon return to school-based learning. This was evidenced through student work samples and teacher feedback.</p> <p>The second major STEAM project required students to be involved in the design thinking process through a hands-on approach involving prototyping and testing of a solar car. This project was delivered successfully with all students developing a solar car and competing in the Year 7 RACE day event. Teacher observations and feedback indicated that through collaboration and self-direction, students were able to demonstrate and improve their critical thinking and problem-solving skills.</p> <p>STEAM will now be integrated through the Mandatory Technology course, with some of the modules developed during this project retained and delivered here, including the Year 7 RACE day.</p>	<p>Programming Days</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$7000.00)

Process 3: Numeracy project

A program designed to ensure the consistent teaching of numeracy in all KLA classrooms.

Evaluation	Funds Expended (Resources)
<p>Work samples from across all KLAs were analysed, collected and compiled into a Numeracy workbook used in Year 7 and 8 HELP lessons. However, with a change of team members, this process was disrupted and completion was delayed until the end of 2020, with evaluation to take place in mid 2021.</p> <p>The school also took part in a number of programming days to support the College Program "Numbers for Learning, Numbers for Life". This program has been guided by the Network's "tailored support team" to support the implementation of evidence-informed practices. The College focused on developing multiplicative thinking.</p> <p>Further work with teachers is required to support their understanding and ability to explicitly teach numeracy to students at all levels of achievement, in all subject areas. Success criteria must be explicitly developed with desired outcomes measured by improved student progress through achievement data.</p> <p>Check in data in 2020 showed 26.3% of students in year 9 scored in the top 2 bands of numeracy compared to 22.1% of the state and 22.4 % of SSSG schools.</p> <p>NAPLAN did not proceed in 2020 due to COVID-19 pandemic.</p>	<p>Numeracy booklets teachers relief</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$3000.00)

Next Steps

We will centre our efforts around evaluative practices that draw on relevant and reliable data including NAPLAN, Literacy and Numeracy Progressions, BEST Start data, Check-in data, and other internal data sources. This will enable us to make evidence-informed decisions about teaching, learning, and professional development. All teachers will need to understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. This practice will ensure that literacy and numeracy levels can be enhanced through explicit teaching and differentiated learning.

The school will also need to facilitate high impact professional learning that builds teachers' understanding of effective

strategies in teaching literacy and numeracy skills and knowledge.

Students in Year 7 and 8 will also be introduced to a number of self-paced programs that aim to improve their literacy and numeracy outcomes. Data generated from these programs will be used to help inform teachers of student achievement, growth, and learning needs.

Participation in the Leading Evaluation, Evidence, and Data (LEED) project will continue to support the implementation of evidence-based practices that underpin our 2021-2024 Strategic Improvement Plan.



Strategic Direction 2

Exemplary Teachers

Purpose

To continue to create exemplary teachers who build capacity in themselves and others through contextual and focused differentiated professional learning. A collaborative culture of life long learning will be further enhanced where every staff member will be challenged and engaged in ongoing, relevant and informed teaching and learning practice.

Improvement Measures

- Increased number of Visible Thinking/ Learning strategies evidenced in teaching and learning programs.
- Increased number of teachers implementing Visible Learning/Thinking strategies in classrooms.
- Increased number of teachers engaged in leading Professional Learning across the College.
- Increasing teacher capacity and STEAM teacher quality.

Progress towards achieving improvement measures

Process 1: REAL (Rigorous, Engaging, Authentic Learning) Project.

This incorporates professional learning that will be undertaken to incorporate innovative pedagogies across all KLAs with a specific focus on STEAM.

Evaluation	Funds Expended (Resources)
As staff and students became increasingly familiar with the online learning environment used during the "learning from home" phase, engagement with these projects increased. Staff involved in the project reported growth in their own professional learning by transferring general capability-focused pedagogies used in the STEAM program to their own KLA areas. Teachers reported satisfaction with project development, training, and implementation as well as confidence with their skill development and delivery of the project. Staff reported that the skills students demonstrated through the STEAM program were not fully transitioning to their learning outside of this course.	Programming Day Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 2: Visible Classroom

This is a project that involves professional learning for staff that will assist them to modify teaching and learning practices to provide a consistent approach in all classrooms by implementing learning intentions and success criteria to achieve lesson outcomes.

Evaluation	Funds Expended (Resources)
Baseline data was collected to identify staff familiarity and understanding of learning intentions and success criteria, and plan for relevant professional learning. This data was then analysed against teaching and learning programs, teacher participation and feedback from professional learning, and classroom observations that identified an increased number of visible thinking/ learning strategies evidenced in teaching and learning programs and classrooms. It will be further explored how using learning intentions and success criteria can be used to support effective explicit teaching.	Professional learning time for action teams

Next Steps

The school will need to use embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modeling of effective practice, and the provision of specific and timely feedback between teachers. A

need to improve collaboration across faculties to share and use data about student progress and achievement will also need to occur to sustain quality teaching practice.

A focus on distributed instructional leadership is also needed to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. The leadership team will establish professional learning communities to focus on continuous improvement of teaching and learning. This will occur through the use of the High Impact Professional Learning (HIPL) model to guide a cycle of continuous professional learning for all teaching staff which is informed by evidence-based practice.



Strategic Direction 3

Connected Communities

Purpose

To provide widespread opportunities for students and staff to collaborate within the school, college and broader community. To ensure optimal educational experiences and outcomes for all.

Improvement Measures

- Students feel more connected to their school community as measured by the Tell Them From Me Survey.
- A reduction in the number of students late to school.
- A reduction in suspension rates.
- Attendance rates to be at or above state average for students.
- Increased engagement and number of wellbeing activities for staff.
- A reduction in staff absence.
- Increased participation by parents/carers in school life.

Progress towards achieving improvement measures

Process 1: Fit for Excellence

A holistic approach to improve staff and student wellbeing.

Evaluation	Funds Expended (Resources)
<p>TTFM survey results indicated a slight increase (1%) in students reporting positive teacher-student relationships and a sense of belonging. The employment of a Head Teacher Wellbeing in Term 2 2020 has enabled the school to begin its journey in establishing a whole school approach to wellbeing.</p> <p>The school introduced a number of programs to support students. These included the RAISE program, GRIT, Project W, and Peer Support. Partnerships with HEADSPACE, Blackdog Institute, and 3 Bridges Community have continued to support students at the school. Anecdotal evidence from external DOE personnel, community partners, and other stakeholders indicate that we have strong wellbeing structures compared to other schools in the area.</p> <p>Our Youth Worker and Chaplaincy program continued to provide learning opportunities for our boys to develop skills that build their capacity to consider risk, make reasoned decisions and take control. Students reported an increase in self-esteem, self-confidence, and ability to manage personal and social relationships through their involvement in these programs.</p> <p>Staff also engaged with the College Wellbeing day with access to the Smiling Mind Workplace App. There has been a 10% decrease in staff absence from 2019 to 2020 attributed to a number of reasons which include a change in leadership, COVID 19, and increased staff wellbeing initiatives.</p> <p>TTFM survey results indicate that parents reported higher than NSW Govt Norms in the areas of Safety at School, Inclusive School, Parents are Informed. They also reported that their child was clear about the rules of school behaviour, attributed to the strong Positive Behaviour for Learning structures in the school.</p>	<p>Head Teacher Wellbeing \$54,000</p> <p>Attendance Procedures \$5000</p> <p>Youth Worker \$22,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$81000.00)

Progress towards achieving improvement measures

Process 2: Rites of Passage

Developing opportunities for students to connect succeed and thrive within the school community.

Evaluation	Funds Expended (Resources)
<p>Head Teacher Administration worked collaboratively to develop attendance procedures. This enabled the school to begin developing consistent practices across the school. As a result, there was a 30.1% reduction in student lateness in 2020 from 2019. Additionally, there was an improvement in the overall attendance rate of 0.8% and an improvement of 5.2% of students attending >90% from 2019.</p> <p>Further refinement of the procedures will need to occur in 2021.</p> <p>COVID 19 impacted the ability to increase the participation of parents/ carers in school life. In the TTFM survey results 93% of parents admitting that they were not involved in school committees or on a volunteer basis and were only engaged 1 - 2 times per year. Parents also indicated that activities were not scheduled at accessible times. This feedback will be considered when planning future events.</p>	<p>Staff allocation</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$32000.00)

Next Steps

The school will need to focus on a strategic and planned approach to develop and implement evidence based change to whole school practices for wellbeing and attendance. Planning for learning will need to be informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Improvement in attendance is also required. The whole spectrum, from reasons for non-attendance, through to close monitoring and managing recidivists, needs to be addressed. Additional roles will be created to support and strengthen this initiative.

Parents and community members will have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 383.00) 	<p>Students celebrated Education Week 2020 with a range of activities including:</p> <ul style="list-style-type: none"> learning about Aboriginal history, past, present, and future. GRC Hurstville Boys were treated to an indigenous expo in the school library, presented by Jason and Trevor from the Dalmarrri Cultural Organisation. Every student had an opportunity to contribute and create an incredible Indigenous- Australian style artwork now displayed in the front office. Indigenous students also spent time talking about 'Men's Business' focusing on their particular roles, ceremonies, and Lore that is specific and sacred to them. Personalised Learning Pathways Plans (PLP) were reviewed for each ATSI student reflecting their current and future educational goals including literacy, social well being and strategies to improve student learning. This has also led to greater engagement by students and increased confidence.
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$113 449.00) 	<p>Identified EAL/D students were supported through targeted EAL/D strategies. The EAL/D specialist teacher liaised with class teachers to differentiate content and make adjustments for effective learning. As TELL Facilitator, the EAL/D Specialist Teacher collaborated with teachers trained in TELL (Teaching English Language Learners course delivered on campus) to inform programs. All EAL/D students were mapped across the <i>EAL/D Learning Progression</i> to guide teaching across the four skills of <i>Listening, Speaking, Reading/Viewing</i> and <i>Writing</i>.</p> <p>The <i>ESL Scales</i> informed course content, student assessment, and reporting. <i>English for Success</i>, an intensive GRC HBC-developed English language elective course was offered for Years 9 and 10 to develop students' English proficiency in all four skills. Students enrolled in this course demonstrated overall development with a significant 10% increase in their Listening performance. Data extracted from the EAL/D course survey indicates that 100% of students felt confident and prepared for their Stage 6 studies and believed their skills/knowledge improved by the end of the course. Grammar and Writing were identified as foci of the course they found the most valuable for overall language development and academic growth. All students considered the EAL/D classroom a safe learning space where participation was encouraged.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$198 308.00) 	<p>1.3 FTE Learning and Support Teachers (LaST) provided specialised and intensive support to students who required a differentiated curriculum and additional personalised instruction. This involved creating and updating Personalised Learning and Support Plans (PLaSP), Health Care</p>

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$198 308.00) 	<p>Plans and Behaviour Management Plans (BSP). These plans were disseminated to all staff to inform future learning and teaching strategies. Staff were able to work collegially to modify tasks across all Key Learning Areas to maximise student outcome attainment. The LaST was also involved in the Access Request process and applying for Integration Funding Support to utilise the services of a Student Liaison Support Officer to further assist mainstream students in accessing the curriculum.</p> <p>The LaST tested and selected students who were working at a Stage 2 / Stage 3 level for literacy, to participate in The Macquarie University Literacy Program (MacqLit). MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides students with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. The six students who participated in the program all made progress with their reading and comprehension skills.</p>
Quality Teaching, Successful Students (QTSS)		N/A
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$97 719.00) 	<p>This equity funding provided a wider range of students with their learning needs supported with remedial strategies beyond what staffing entitlement alone could otherwise provide. Contingency funds supported students in relation to participating in educational opportunities, acquiring essential resources, accessing external agency support, uniform support, and staffing a homework centre.</p>
Support for beginning teachers		N/A
Targeted student support for refugees and new arrivals		N/A

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	358	352	343	346
Girls	0	0	0	0

Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.7	91.6	89.9	87.7
8	91	88.8	86.8	86.5
9	83.4	86	87.7	85
10	87.6	84.8	83.2	83.7
All Years	87.9	87.8	86.9	85.7
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	89.9	88.7	88.2	89.8

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0
Employment	4	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	88	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Georges River College Hurstville Boys Campus undertook vocational education and training in 2020.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	2
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	23.11
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher ESL	0.6
School Administration and Support Staff	10.38
Other Positions	3

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	340,341
Revenue	6,616,304
Appropriation	6,434,777
Sale of Goods and Services	38,872
Grants and contributions	137,370
Investment income	1,385
Other revenue	3,900
Expenses	-6,263,486
Employee related	-5,760,443
Operating expenses	-503,043
Surplus / deficit for the year	352,818
Closing Balance	693,159

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	51,458
Equity Total	410,858
Equity - Aboriginal	1,383
Equity - Socio-economic	97,719
Equity - Language	113,449
Equity - Disability	198,308
Base Total	4,970,278
Base - Per Capita	86,836
Base - Location	0
Base - Other	4,883,441
Other Total	979,167
Grand Total	6,411,761

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parents and the school community have regular opportunities to provide their feedback and input into the school through monthly P&C meetings as well as parent/teacher evenings. The school community feels valued and are supportive and appreciative of school programs and practices. Parents are also involved in their child's learning and provide feedback when developing individual learning plans.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Hurstville Boys Campus is committed to improving the educational outcomes of our Aboriginal and Torres Strait Islander students and educating all students about Aboriginal Australia. Each faculty incorporates Aboriginal perspectives into their teaching and learning programs.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

At Hurstville Boys Campus, Positive Behaviour for Learning is a student-centred whole school framework that gets everyone - students, staff, families and the school community - on the same page to create a safe and supportive learning environment for all students. It aims to reduce the use of derogatory and racial language and to ensure procedures are in place to address any discrimination and promote an inclusive school community. Hurstville Boys Campus has an ARCO Officer who is trained to respond to these concerns.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

At Hurstville Boys Campus, multicultural diversity is celebrated. Eighty Nine per cent of students come from over 80 different cultures. Teaching and learning programs ensure a culturally inclusive classroom and school community. Our programs foster students' understandings of culture, cultural diversity, racism and active citizenship all within a multicultural environment. The school has incorporated programs that further address multicultural education. The school also supports the multicultural community with interpreters being available for parent/teacher interviews as well as other interview times.